

Learning Intentions (What and Skills)	Learning Contexts	Success Criteria
<p><b>Knowledge Acquisition and Deepening (LOTS)</b></p> <p>Identify Prior Knowledge, share knowledge of Prejudice</p> <p>Frame Questions to focus an enquiry</p> <p>Use a range of resources for research, design Boolean searches</p> <p>Shares Ideas</p> <p>Uses a timeline, table or graphic organiser to show connections between people, events or experiences</p> <p>Keep informed about current events</p> <p>Summarise information</p> <p>Identify differences</p> <p>Express own values and opinions</p> <p>Describe the effect of prejudice</p> <p>Demonstrate care for others</p> <p>Identify the nature of Stereotypes</p>	<p><i>Pre Learning : Social Experiment</i></p> <p><b>Silent Card Shuffle</b> World map, Countries of Origin Picture Collage (NZ is home) Concept Map (Why migrate to another country) Sharing. <b>Prejudice Ladder</b></p> <p><b>Prejudice Ladder</b>, List problems faced by own and another country related to racial issues. Whole class questions that will reveal events that occurred in history or are currently happening that can be viewed as acts of prejudice.</p> <p>Define Key words using a word map</p> <p><b>Milestone 6</b> <b>Complete timeline of a major event where prejudice was evident</b> Create a databank of commonly accepted stereotypical views based on race/religion/gender/economic status</p> <p>Read NZ Herald, look at headlines articles about prejudice complete 321:RIQ</p> <p>To identify newspaper articles that deal with human rights issues, prejudice, ethnic wars, antisemitism, racism, and inequality.</p> <p>It Can't Happen Here or Can It?: Peer Pressure, Prejudice and Intolerance</p> <p>Imagine a new law that forbids any non-indigenous cultural practice. List any changes positive or negative</p> <p><b>Prejudice Ladder</b></p> <p>Defining a stereotypical teenager Explore gender stereotyping across careers</p>	<p>Students will locate locations on a map Students will produce a paper or electronic Collage that reflects the multicultural make-up of New Zealand today</p> <p>Students ask open question that help structure research an further learning</p> <p>Clear definitions of new vocabulary are expressed using examples and visual representations</p> <p><b>Timeline</b> shows understanding of chronological order. Contains relevant information. Evidence of sound research practices (ie. Note taking, using advanced search techniques, limited use of cut &amp; paste) <b>Understanding of concepts (inhumanity, prejudice) is clearly communicated by students.</b></p> <p>Students will have an understanding of the ways in which they might be seduced by group pressure into behaviour which is harmful to themselves or others and devise strategies to resist peer pressure.</p> <p>Students will examine the stages of prejudice, they will make decisions based on their knowledge as to which stage of prejudice a range of acts demonstrates. Place events in most suitable position on prejudice ladder.</p>
<p><b>Knowledge Creation</b></p> <p>Analyses Relationships</p> <p>Draw conclusions</p> <p>Use Symbols, vocabulary and conventions to convey a concept</p> <p>Clarifies, Compares and contrasts</p> <p>Identify Cause and effect</p> <p>Justify Decisions</p> <p>Identify the impact of a worldview</p> <p>Express opinion and confidently provide reasons for it</p> <p>Demonstrate respect for cultural and language differences</p> <p>Acts on own values and opinions</p>	<p>Write a speech about the value of all people, making reference to historical or current issues regarding racial tension, war or discrimination</p> <p>Identify an issue or topic you would particularly like to research based on what you know so far. Consider interesting and creative ways to present findings such as drama, interview, film</p> <p><b>News Watch:</b> To relate recurrent themes of prejudice existent in our society today with the Holocaust</p> <p>Produce an awareness campaign film for the celebration of multiculturalism and the minimisation of prejudice. Consider entry into the Sustainability Film Challenge</p> <p>Discuss what is meant by the term Worldview. Create a graphic organiser to summarise some of the ideas and beliefs held by a particular country and the effect it has.</p>	<p>Speech is written to reflect the value of people. Evidence of research and deep level on understanding of cause and effect.</p>

